

STUDENT NUMBER

Figures

Words

Letter

## PSYCHOLOGY

### Written examination 2

Thursday 6 November 2003

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 10.45 am (1 hour 30 minutes)

### QUESTION AND ANSWER BOOK

#### Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	45	45	45
B	17	17	45
			Total 90

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 20 pages.
- Answer sheet for multiple-choice questions.

#### Instructions

- Write your student number in the space provided above on this page.
- Check that your name and student number as printed on your answer sheet for multiple-choice questions are correct, and sign your name in the space provided to verify this.
- All written responses must be in English.

#### At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

### AREA OF STUDY 2 – LEARNING

#### Question 16

A fixed action pattern is demonstrated by

- A. brushing your teeth.
- B. a spider spinning a web.
- C. a baby learning to crawl.
- D. pulling your hand from a hot stove.

#### Question 17

In Pavlov's experiment on salivation in dogs, the neutral stimulus was \_\_\_\_\_ and the conditioned stimulus was \_\_\_\_\_.

- A. the bell; the bell
- B. the bell; salivation
- C. the meat powder; the bell
- D. the meat powder; salivation

#### Question 18

In classical conditioning, learning takes place by association.

This means that an association forms between two events that

- A. are similar in nature.
- B. are completely unrelated.
- C. have similar consequences.
- D. occur closely together in time.

#### Question 19

In operant conditioning, negative reinforcement involves

- A. removing an aversive stimulus and so increasing the likelihood of a response occurring.
- B. removing an aversive stimulus and so decreasing the likelihood of a response occurring.
- C. providing a stimulus and so increasing the likelihood of a response occurring.
- D. providing a stimulus and so decreasing the likelihood of a response occurring.

#### Question 20

Mary's two-year-old son frequently had tantrums. Mary decided to seek the help of a therapist.

The therapist suggested that Mary should ignore her son while he was screaming and yelling and when he was calm she should talk reassuringly to him and give him a hug.

Mary was using the principles of \_\_\_\_\_ to change her son's behaviour. The giving of a hug is an example of \_\_\_\_\_.

- A. operant conditioning; positive reinforcement
- B. operant conditioning; negative reinforcement
- C. classical conditioning; positive reinforcement
- D. classical conditioning; negative reinforcement

**Question 21**

Collette was bitten by a rat when she was four years old. On her 12th birthday, one of her friends bought her a pair of white mice. However, Collette was so afraid of the mice that they had to be returned to the pet shop.

Collette's fear of mice was due to

- A. extinction.
- B. observational learning.
- C. stimulus generalisation.
- D. stimulus discrimination.

**Question 22**

Robert has learnt to ask his mother for extra pocket money only when she is in a good mood.

Robert's behaviour is an example of

- A. shaping.
- B. stimulus generalisation.
- C. unconditioned stimulus.
- D. stimulus discrimination.

**Question 23**

Consequences that strengthen responses due to escape from or avoidance of unpleasant stimuli are \_\_\_\_\_ reinforcers.

- A. negative
- B. positive
- C. primary
- D. secondary

**Question 24**

Suzy's dog tries to dig in her indoor pot plants and often knocks them over. Each time the dog knocks over a plant Suzy locks the dog in the laundry for a few minutes.

The consequence for the dog, which is applied by Suzy, is a \_\_\_\_\_ because she is trying to \_\_\_\_\_.

- A. punishment; decrease the likelihood of a response occurring
- B. punishment; increase the likelihood of a response occurring
- C. negative reinforcement; decrease the likelihood of a response occurring
- D. negative reinforcement; increase the likelihood of a response occurring

**Question 25**

Which one of the following statements about the use of punishment as a reinforcement technique is correct?

- A. punishment has no effect on the behaviour
- B. punishment may inadvertently act as a reinforcer
- C. punishment decreases the frequency of desirable behaviours
- D. punishment decreases the likelihood of avoidance behaviour

**Question 26**

Behaviours acquired by the \_\_\_\_\_ schedule of reinforcement are learned quickly and maintain a maximal rate of responding.

- A. fixed ratio
- B. fixed interval
- C. variable ratio
- D. variable interval

**Question 27**

A soft-drink vending machine operates on a \_\_\_\_\_ reinforcement schedule, while a gaming machine operates on a \_\_\_\_\_ reinforcement schedule.

- A. variable ratio; fixed interval
- B. fixed ratio; variable interval
- C. partial; continuous
- D. continuous; partial

**Question 28**

Bandura's famous 'bobo doll' study on observational learning indicates that aggressive behaviour is affected in all of the following examples **except** one.

- A. Aggressive behaviour increases when the model is rewarded.
- B. Aggressive behaviour decreases when the model is punished.
- C. Aggressive behaviour increases when the observer is rewarded.
- D. Aggressive behaviour decreases when the observer is punished.

**Question 29**

A few weeks ago, when Louis took his girlfriend to the local nightclub, they had a serious argument and his girlfriend broke up with him. They are now back together but whenever Louis returns to the same nightclub with his girlfriend he feels very nervous and gets 'butterflies' in his stomach. Louis' feelings on returning to the nightclub are due to

- A. insight learning.
- B. operant conditioning.
- C. classical conditioning.
- D. observational learning.

**Question 30**

Baseball talent scouts are interested in discovering if an Australian test cricketer is able to use his bowling skills when pitching a baseball.

The cricketer has no previous experience of baseball. The talent scouts want to discover if his \_\_\_\_\_ set for cricket will allow \_\_\_\_\_ transfer of skills to baseball, thus enabling him to pitch very well.

- A. mental; positive
- B. mental; negative
- C. learning; negative
- D. learning; positive

## AREA OF STUDY 3 – RESEARCH METHODS

### Question 31

In which of the following types of research study does the experimenter have the most **control** over the participants?

- A. in-depth interview
- B. correlational study
- C. experimental study
- D. naturalistic observation

### Question 32

In a repeated measures design

- A. different participants are used in both the control and experimental conditions.
- B. the same participants are used in both the control and experimental conditions.
- C. different participants with similar characteristics are used in both the control and experimental conditions.
- D. the same participants are used in one trial of both the control and experimental conditions and different participants are then used in subsequent trials.

### Question 33

In research into drugs that modify behaviour, a placebo controls for

- A. experimental error.
- B. experimental procedure.
- C. participants' expectations.
- D. experimenter expectations.

### Question 34

Which of the following statements can be most accurately concluded from a correlation of  $-0.85$  between hours of television watched and level of happiness?

- A. Happy people watch a lot of television.
- B. Unhappy people watch a lot of television.
- C. Watching television makes people happy.
- D. Watching television makes people unhappy.

## Questions 35 – 40 relate to the following information

Dr Vogel is studying the effects of caffeine on behaviour. She deprives 30 first-year university students of sleep for 24 hours before the experiment begins. She divides her participants into two groups of 15 by picking their names out of a hat.

### Experimental Group

The 15 students in the experimental group are given a capsule containing a dose of caffeine equivalent to five cups of strong coffee.

### Control Group

The other group is given an apparently identical capsule containing powdered sugar only.

The students are then tested on their ability to perform a number of complex arithmetic problems.

### Question 35

The independent variable of the experiment is

- A. mental alertness.
- B. hours of sleep deprivation.
- C. amount of caffeine consumed.
- D. performance on complex arithmetic problems.

### Question 36

The dependent variable of the experiment is

- A. mental alertness.
- B. hours of sleep deprivation.
- C. amount of caffeine consumed.
- D. performance on complex arithmetic problems.

### Question 37

A confounding variable that was not controlled in the study may have been the

- A. gender of the participants.
- B. education of the participants.
- C. level of fatigue of the participants.
- D. amount of caffeine consumed by the participants.

### Question 38

The control participants received \_\_\_\_\_ while the experimental participants received \_\_\_\_\_.

- A. caffeine; powdered sugar
- B. powdered sugar; caffeine
- C. complex problems; simple problems
- D. simple problems; complex problems

**Question 39**

What design was used in Dr Vogel's study?

- A. correlational
- B. matched subjects
- C. independent groups
- D. repeated measures

**Question 40**

Which of the following procedures could best improve Dr Vogel's study?

- A. single blind
- B. double blind
- C. random sample
- D. placebo-controlled

**Question 41**

A psychologist was studying the leisure activities of primary school students. In order to choose participants, the psychologist selected a random age sample of students from each class level. This sample was in the same proportion that the age groups occur in the target population.

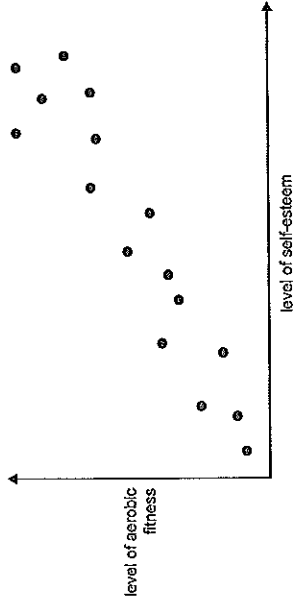
This method of selecting participants is known as

- A. random sampling.
- B. stratified sampling.
- C. participant allocation.
- D. stratified random sampling.

**Question 42**

Which of the following statements is the best example of an operational hypothesis?

- A. that most young people, especially those under 30 years of age, consume a lot of alcohol
- B. that young people in the 18 to 25 year age group consume more alcohol each week than people in the 40 to 45 year age group
- C. that most young people, especially those under 30 years of age, drink alcohol and drive cars while under the influence
- D. that young people in the 18 to 25 year age group consume more alcohol today than in earlier decades

**Question 43**

Which of the following statements best describes the results in the graph above?

- A. There is a strong positive correlation between the two variables.
- B. There is a weak positive correlation between the two variables.
- C. There is a strong negative correlation between the two variables.
- D. There is a weak negative correlation between the two variables.

**Question 44**

Philip Zimbardo conducted research into role expectations. In this research Zimbardo recruited volunteers and then allocated them to play the roles of either prisoners or prison guards. During the experiment some of the participants became distressed and wanted to quit the experiment. Zimbardo, however, insisted that the participants continue.

Which of the ethical guidelines that now govern psychological research did this experiment disregard?

- A. deception
- B. informed consent
- C. withdrawal rights
- D. voluntary participation

**Question 45**

Researchers debrief participants by informing them of

- A. the names of the other participants in the study.
- B. the right to withdraw from the study at any time.
- C. the nature and reason for any deception that was used.
- D. the details of why the chosen statistical analysis was used in the experiment.

AREA OF STUDY 2 – LEARNING

Question 6

Lucy has decided to start training her daughter Susie, aged 5, to tie her shoe laces. Lucy decides to use the shaping principle of operant conditioning when training Susie.

a. Describe how Lucy might use this principle while training her daughter.

1 mark

Unfortunately the approach used did not result in Susie learning how to tie her shoe laces without help. Lucy then decided to use the principle of observational learning when training Susie.

b. Describe how Lucy might use this principle while training her daughter.

1 mark

Question 7

Identify three differences between classical and operant conditioning by ticking the correct terms in the table below.

	Classical conditioning			Operant conditioning		
	passive	active	both passive and active	passive	active	both passive and active
Role of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature of the response	voluntary	<input type="checkbox"/>	<input type="checkbox"/>	voluntary	<input type="checkbox"/>	<input type="checkbox"/>
	involuntary	<input type="checkbox"/>	<input type="checkbox"/>	involuntary	<input type="checkbox"/>	<input type="checkbox"/>
Timing of the response	both voluntary and involuntary	<input type="checkbox"/>	<input type="checkbox"/>	both voluntary and involuntary	<input type="checkbox"/>	<input type="checkbox"/>
	after the stimulus	<input type="checkbox"/>	<input type="checkbox"/>	after the stimulus	<input type="checkbox"/>	<input type="checkbox"/>
	before the stimulus	<input type="checkbox"/>	<input type="checkbox"/>	before the stimulus	<input type="checkbox"/>	<input type="checkbox"/>
	during the stimulus	<input type="checkbox"/>	<input type="checkbox"/>	during the stimulus	<input type="checkbox"/>	<input type="checkbox"/>

3 marks

Question 8

The method of successive approximations is often used in animal training. Explain how this method is used to train an animal to perform a task. Give an example.

2 marks

Question 9

Name and define the four steps that occur in insight learning.

1.

2.

3.

4.

3 marks

Question 10

Describe two features of insight learning that distinguish it from other types of learning such as classical or operant conditioning.

1.

2.

2 marks

Question 11

Little Albert is now 17 years old. He comes to you for therapy regarding his 'problem' with white rats. Name and describe a learning process you could use to help Albert overcome his fear.

3 marks

AREA OF STUDY 3 – RESEARCH METHODS

Question 12

- a. What are inferential statistics?

---

---

---

---

---

1 mark

- b. When are inferential statistics useful in data analysis?

---

---

---

---

---

1 mark

- c. What implications can researchers draw from data analysis where inferential statistics are used?

---

---

---

---

---

1 mark

Question 13

Health researchers have known for a long time that there is a link between foods which have a high fat content and the risk of atherosclerosis (a form of heart disease). Food manufacturers have seen a marketing opportunity and developed foods that are low in fats but still taste good.

One example of this is yoghurt. Traditionally yoghurt was made from whole milk. Now there are many varieties of yoghurt from 'no fat' to 'low fat' including the traditional 'whole milk' variety.

A group of psychology students wanted to investigate whether or not people who bought low fat yoghurt thought that it tasted as good as the traditional whole milk yoghurt.

- a. State a hypothesis for examining this issue in operational terms.

---

---

---

---

---

1 mark

The students used the repeated measures design.

- b. State two benefits of using this design.

---

---

---

---

---

2 marks

Question 14

- a. What is counterbalancing?

---

---

---

---

---

1 mark

- b. Explain why it is used.

---

---

---

---

---

2 marks

**Question 15**

Contrast the conclusions that can be drawn from a study that measures the correlation between variables with a study that uses a full experimental design.

---

---

---

---

---

---

---

---

2 marks

**Question 16**

Name an ethical practice in the conduct of psychological research. Describe how disregarding this ethical consideration might lead to invalidity of the data gathered from the study.

---

---

---

---

---

---

---

---

2 marks

**Question 17**

What is the difference between random allocation and random sampling?

---

---

---

---

---

---

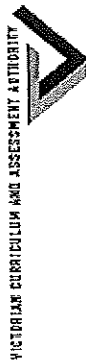
---

---

2 marks

END OF QUESTION AND ANSWER BOOK

# 2003 Assessment Report



2003

## Psychology GA 3: Written examination 2

### GENERAL COMMENTS

Performance on the November paper was generally comparable with previous years, with a slight reduction in the mean score for the short-answer section, suggesting that students continued – as in the Unit 3 examination – to have some difficulty with interpretation of questions. In each of the three Areas of Study, the mean score on the multiple-choice section was superior to the mean score on the equivalent short-answer section. As in 2002, this tended to be as a result of imprecise or incomplete answers.

In general, the Memory area of study was answered better than either Learning or Research Methods, with Learning being the most problematic in multiple-choice questions and Research Methods in the short-answer section.

### Marking Policy

Where a short-answer question required 'ticking of a box', check-marks that extended over two of the boxes were not accepted. Students must ensure that their chosen check-mark remains within one box.

In general a 2-mark question requires two pieces of information – 1 mark will be given for each part and an answer that fails to address both parts cannot achieve full marks. In this examination this applied to Questions 1b, 5b, 8, 11, 16 and 17, whilst Question 9 required naming and describing of each of the steps to achieve full marks.

It cannot be sufficiently emphasised that where a question requires definition of a term, use of the term (or its derivatives) as part of its own definition precludes the award of full credit for that response – clearly such a response does not show full understanding.

### SPECIFIC INFORMATION

#### Multiple-choice questions

This table indicates the approximate percentage of students choosing each distractor. The correct answer is the shaded alternative. Some of the questions that students found most difficult are discussed.

Memory	A	B	C	D
Question	%			
1	97	0	0	3
2	4	5	90	1
3	2	4	91	3
4	40	25	19	16
Many students obviously failed to apply the first rule of answering multiple-choice questions – elimination of alternatives that are obviously incorrect. Students had difficulty understanding that a more sensitive measure of retention will be capable of registering a low intensity or strength of retention, which would be missed by a less sensitive measure.				
5	9	75	8	8
6	3	1	2	94
7	4	1	91	4
8	75	22	1	2
9	9	7	9	75
10	84	2	5	9
11	7	4	23	66
12	1	88	7	4
13	3	8	86	3
14	56	12	12	20
15	8	3	19	70

Learning				
Question	A	B	C	D
16	9	72	7	12
17	60	20	17	3
The large proportion of students who believed that "shaping" was the answer indicated a lack of comprehension of shaping as the method of successive approximations.				
18	15	14	13	58
19	63	17	9	11
20	19	4	16	1
21	2	3	87	8
22	36	10	5	49
23	74	15	6	5
24	86	5	8	1
25	1	70	17	12
26	44	19	27	10
Selecting alternative A 'Fixed Ratio', suggested a lack of understanding of the difference between reinforcement schedules that incorporate <i>Continuous Reinforcement</i> (reinforcement occurring after each trial) and <i>Partial Reinforcement</i> (in which not every response is reinforced). It is emphasised that "Fixed Ratio" is one form of <i>Partial Reinforcement</i> schedule.				
27	9	51	6	34
Students need to be clear in their understanding that 'Fixed Ratio', 'Fixed Interval', 'Variable Ratio' and 'Variable Interval' are the four schedules of <i>Partial Reinforcement</i> .				
28	8	26	22	44
29	12	24	59	5
30	9	0	1	90
Research methods				
Question	A	B	C	D
31	12	8	78	2
32	4	82	6	8
33	4	6	83	7
34	5	54	15	26
The students who believed that a correlation of -0.85 between hours of television watched and level of happiness shows that 'Watching television makes people unhappy' exhibited a lack of understanding that a correlation <i>does not</i> show cause and effect: a fundamental flaw that needs to be addressed.				
35	7	10	75	8
36	8	6	10	76
37	31	42	23	4
The fact that all participants were first-year university students suggests a reasonable degree of consistency in the level of education of the participants; similarly all had been deprived of sleep for a similar amount of time. The fact that caffeine effects are likely to be influenced by body mass, which in turn is likely to be lower for females than males suggests that gender is the most likely confounding variable.				
38	7	91	1	1
39	13	8	75	4
40	17	31	20	12
Many students did not recognise that the 'apparently identical' capsule indicated that this was a single blind design. There is no way of telling whether the students were randomly selected from the population, thus alternative C was not the most correct answer.				
41	11	32	2	55
42	3	79	8	10
43	89	6	4	1
44	1	1	94	4
45	1	12	75	12

## Short-answer questions

### Memory

#### Question 1

##### 1a

Marks	0	1	Average
%	20	80	0.80

Many students confused the *duration* (time maintained) of short-term memory with the *capacity* (number of items contained) of long-term memory – they therefore indicated that the duration was 5 to 9 seconds. Any answer between 12 and 30 seconds was accepted due to some inconsistency among textbooks.

##### 1b

Marks	0	1	2	Average
%	26	32	42	1.16

Most students failed to provide both a description and an example.

#### Question 2

##### 2a

Marks	0	1	Average
%	9	91	0.91

Because of the wording of the question both 'the end' and 'beginning and end' were accepted as correct answers, and therefore nearly all students obtained the mark for this question.

##### 2a

Marks	0	1	2	Average
%	30	16	54	1.23

Students who had indicated 'the end' as their answer for Question 1a obtained full marks for an explanation of *recency effect*; those who had shown both 'beginning and end' for Question 1a needed to explain both *recency* and *primacy effect*.

##### 2b

Marks	0	1	Average
%	39	61	0.61

Most students understood that only the *primacy effect* – involving long-term memory – would occur after 24 hours.

#### Question 3

Marks	0	1	2	Average
%	50	31	19	0.69

Responses to this question indicated *either* students did not read the question carefully (and ignored the phrase 'According to consolidation theory ...') or that consolidation theory is not well understood.

#### Question 4

Marks	0	1	2	3	Average
%	2	6	32	60	2.50

This question exemplifies the manner in which various answers may be accepted where appropriate – 'your seat on an aeroplane' could be *semantic* memory if you consider remembering your seat number from your boarding pass, or *episodic* memory if you remember the seat because your game console did not work and you were sitting next to a person who was attacked all the way from Melbourne to Singapore! Either or both answers were therefore acceptable.

#### Question 5

##### 5a

Marks	0	1	Average
%	26	74	0.74

Either or both of 'Repression' or 'Motivated forgetting' were acceptable, since the study design stipulates 'Motivated forgetting/repression'.

##### 5b

Marks	0	1	2	Average
%	39	17	44	1.05

This question was not particularly well answered, with many students confusing proactive and retro-active interference. Others did not distinguish proactive interference from anterograde amnesia (a fundamental error).



**Learning  
Question 6**

Marks	0	1	Average
%	65	35	0.35

Shaping does not appear to be well understood.

Marks	0	1	Average
%	23	72	0.72

The word 'Describe' in the question required a pragmatic description of an actual example. Some students attempted to use generic answers without referring to the scenario of the shoelaces and as such were not awarded a mark.

**Question 7**

Marks	0	1	2	3	Average
%	11	20	44	25	1.84

Where there is some debate, students were not penalised and any appropriate answer was awarded marks, for example in *operant conditioning* the nature of the response can be both voluntary (most common) and involuntary.

**Question 8**

Marks	0	1	2	Average
%	59	20	21	0.61

The comment relating to Question 6a applies.

**Question 9**

Marks	0	1	2	3	Average
%	43	12	35	10	1.11

Most students did not achieve full marks because they failed to both name and define each of the steps.

**Question 10**

Marks	0	1	2	Average
%	58	25	17	0.59

Many students made no attempt to answer this question. Students need to understand that any intelligent, reasoned response, even if not specifically accurate, may gain at least partial credit.

**Question 11**

Marks	0	1	2	3	Average
%	23	24	29	24	1.54

Most students were able to name a learning process that could be used (although the learning processes were generally poorly explained). The frequent response of 'Aversion Therapy' was not appropriate in this case.

**Research methods**

**Question 12**

Marks	0	1	Average
%	59	41	0.41

**12b**

Marks	0	1	Average
%	70	30	0.30

**12c**

Marks	0	1	Average
%	73	27	0.27

**12a-c**  
Inferential statistics are those that allow researchers to draw conclusions relating to accepting or rejecting the experimental hypothesis – they determine cause-and-effect relationships between independent and dependent variables. They are useful when attempting to draw conclusions about relationships between variables (accepting or rejecting the experimental hypothesis) and the implications are that the statistical significance of results can be determined and findings generalised to the population represented by the sample. For this examination it was not significant which response students gave in which sequence.

**Question 13**

Marks	0	1	Average
%	63	37	0.37

Students found it difficult to gain the mark for this question – an operational hypothesis requires identification of the population, operationalisation of any continuous variable and a clear statement of the relationships among them. Any two of the required pieces of information achieved the mark.

**13b**

Marks	0	1	2	Average
%	57	32	11	0.54

'Repeated Measures' is one of the three experimental designs listed in the study design, and this question unambiguously demanded two benefits, so it was disappointing that many students did not achieve any marks. Clearly, elimination of participant-related variables is a key advantage but any reasonable advantage identified gained credit. The ability to use fewer participants than in 'Independent Groups' design or not requiring pre-testing to establish level of pre-treatment characteristics as in a 'Matched Subjects' design, clear advantages, were infrequently mentioned.

**Question 14**

Marks	0	1	Average
%	85	15	0.15

This pure 'knowledge' question was not well answered. Counterbalancing can readily be used by students themselves in Empirical Research Activities and is a widely used experimental technique.

**14b**

Marks	0	1	2	Average
%	82	9	9	0.27

In view of the poor responses to Question 14a, this 'understanding' type question was poorly answered.

**Question 15**

Marks	0	1	2	Average
%	62	18	20	0.57

Comments made in relation to multiple-choice Question 34 are acceptable in that 'This lack of understanding that a correlation does not show cause and effect; is a fundamental flaw that needs to be addressed'.

**Question 16**

Marks	0	1	2	Average
%	17	29	54	1.36

This question was reasonably well answered. It exemplifies the importance of being aware of the multiple-choice questions in answering related short-answer questions. Multiple-choice Question 44 lists ethical issues and the stem of the question describes problems with refusing withdrawal rights – a most appropriate response for this question.

**Question 17**

Marks	0	1	2	Average
%	21	20	59	1.37

The wording of this question did not require that students give a definition of 'random' since the question sought the difference and 'random' was common to both procedures. The best answers were able to identify that random selection is a means of obtaining participants from a population in a way that gives each member of that population an equal chance of selection, whereas random allocation refers to the experimental procedure of placing participants in groups so that each participant has an equal chance of allocation to any experimental or control condition.

© VCAA 2003

Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place, East Melbourne 3002

Photocopying: This publication can only be photocopied for the use of students and teachers in Victorian Schools.

